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17 May 2024

Ms Ruth Vince  
Head of Primary  
St Augustine's Federated Schools: CofE Primary School  
Kilburn Park Road  
Kilburn  
London  
NW6 5XA

Dear Ms Vince

**Requires improvement monitoring inspection of St Augustine's Federated Schools: CofE Primary School**

This letter sets out the findings from the monitoring inspection that took place on 24 April 2024, on behalf of His Majesty's Chief Inspector of Education, Children's Services and Skills. The monitoring inspection was carried out under section 8(2) of the Education Act 2005 and took place because the school has received two successive judgements of requires improvement at its previous graded (section 5) inspections.

The purpose of a monitoring inspection is not to grade the school's overall effectiveness, but to identify and report on the school's progress. It is to highlight to the school and parents any improvements that school leaders have made since the school's previous graded inspection.

During the inspection, I discussed with you, the head of St Augustine's Federation, other senior leaders, governors, a representative of the local authority and a representative of the Diocese of London, the actions that have been taken to improve the school since the most recent graded inspection. We discussed the ongoing impact of the COVID-19 pandemic. I met with curriculum leaders and staff with other leadership responsibilities, visited a sample of lessons, looked at pupils' work and spoke with pupils. I looked at the single central record of pre-employment checks. I have considered all this in coming to my judgement.

**Leaders have made progress to improve the school, but more work is necessary for the school to become good.**

The school should take further action to:

- develop and strengthen assessment practices so that leaders can gauge the impact of the new curriculum.

## **Main findings**

Since the last inspection, the school has made substantial changes to the curriculum. The school has acted swiftly to redesign several subjects. Staff have high expectations of what pupils can achieve, including those with special educational needs and/or disabilities. The knowledge that pupils need to learn is now set out more clearly. Teachers have been given helpful guidance and resources so that they can enable pupils to secure a deeper body of knowledge in different subjects. Subject content is sequenced effectively so that pupils can build on what they have learned before.

The school continues to place a high priority on reading. Pupils at the early stages of learning to read receive regular phonics teaching and pupils have many opportunities to read for enjoyment.

The school provides a comprehensive programme of professional development. This has focused on developing more consistent implementation of the revised curriculum. Teachers ensure that pupils have frequent opportunities to recall and practise what they have learned. Staff have been very much a part of the improvement process. They feel valued and appreciate the school's focus on their well-being.

The school has taken a measured and systematic approach to identifying and implementing actions to address the areas that needed improvement. Clear plans are regularly reviewed and updated. Governors draw on a range of information to check the progress being made towards the identified priorities. They hold leaders to account effectively. The school has rightly identified that more precise assessment information about pupils' achievement in relation to curriculum aims would be helpful in gauging the impact of recent changes.

Pupils have very positive attitudes to their learning. The school monitors attendance closely and works with families and external agencies to improve attendance where a concern is identified.

The school values external support and challenge. Staff have been working collaboratively with a range of external partners, including the local authority, the diocese, other local schools and a multi-academy trust. These partners have made useful contributions to the school's curriculum improvement work.

I am copying this letter to the chair of the governing body, the director of education for the London Diocesan Board for Schools, the regional schools commissioner and the director of children's services for Westminster. This letter will be published on the Ofsted reports website.

Yours sincerely

Russell Bennett  
**His Majesty's Inspector**